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PROCEEDINGS



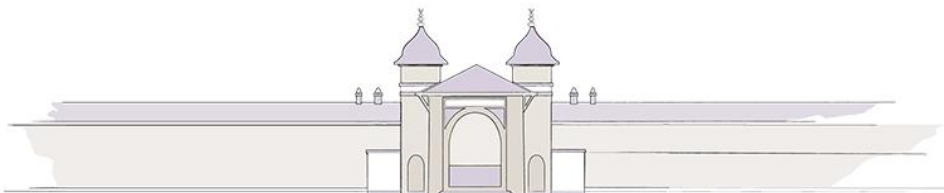
9. Uluslararası Balkan Eğitim ve Bilim Kongresi
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EDUCATORS VIEWS ABOUT THE INCLUSION OF THE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE REGULAR GROUPS OF THE KINDERGARTEN

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Abstract

Today, the inclusion of children with special educational needs in the formal forms of education has been more prevailing. The kindergarten, as a form of care and education of the pre-school children, has not been left out of the process of inclusion of this group of children. This paper examines the views of the educators for the inclusion of children with special educational needs in the regular groups of kindergarten. The accent is placed on the differences in the views of the educators on the process of inclusion of these children, in terms of: justified / unjustified process of inclusion, the most appropriate locations and shapes for care of these children and their recommendations for further treatment. The survey was conducted on 46 educators, in February 2014, in two kindergartens in Stip, Macedonia.

Key words: children with special educational needs, inclusion, kindergarten, educators.

1. INTRODUCTION

Kindergartens and the Centers for early child development are forms of care and upbringing for preschool children. Some individuals and the Agency for service providing for care of preschool children may perform certain activities related to the care and upbringing preschool children (MTCII). In Republic of Macedonia, within the kindergartens has been performed, care and upbringing of preschool children up to six years of age, i.e. till their involvement into primary education, and, at the same time, the kindergarten can provide accommodation and alimentation for children from six to ten years of age. The activity of care and upbringing of children up to six years in kindergarten actually includes: sheltering, care, residence, alimentation, upbringing-educational, sports-recreational, cultural-entertaining activities, measures and actions for improvement and maintenance of health and stimulation of intellectual, emotional, physical and social development of the children (Закон за заштита на децата, 2013, стр. 15-16).

More often has been discussed the issue of inclusion of children with special educational needs in regular classes i.e. in regular forms of education starting from the earliest age i.e. from preschool age, continuing in regular primary schools and later throughout life in order for successful inclusion in society in general. Numerous data of the researchers from Serbia were our guide in the preparation of this paper³.

Eftimova - Joveva and Tancheva – Kotev talk about the basic differences between preschool upbringing of the child with and without special needs. The difference is that there is: one conventional process of upbringing of the child without special needs and the development of the child has been directed through this process and through it the child has being prepared for school, and on the other side, the children with special needs require upbringing and rehabilitation treatment so that they could reduce and eliminate barriers and for social adaptation in order to create greater opportunities for achieving the upbringing and educational goals, i.e. these children need dual process of upbringing (Ефтимова – Јовева, Танчева – Котев, 2013, p. 30)

Inclusion, by itself, does not mean leveling of all of the people, but respect of the differences of each individual who gets the opportunity to decide for its own life and to take responsibility (Blatnik, Selimović, Mujezinović). The principle of equality is one of the basic principles for the development of the preschool upbringing and education and it emphasizes the need of creation of conditions for inclusion of the children with special needs in regular groups and individualization in planning and realization of upbringing - educational work. Thereby an equal conditions for optimal development of each child need to be ensured (Кирандиска и др, 2005, p.11).

Inclusive education in kindergarten includes: changing the system so it would fit to the children; all children are included in the upbringing - educational process; flexibility in plans and programs; permanent education of educators and the other stuff in the kindergarten; possible failure is a problem of the system and society; all children can learn and develop in accordance with their potential (Марков, Адамов, 2008, p.169).

The inclusion of the child with special needs in the process of upbringing and education in the regular groups with his peers brings major benefits for the child, but also for the other children. Namely, the child with special needs in these conditions and in these environment gets the opportunity to be accepted with his qualities, and at the same time gets the opportunity to leave quality life surrounded by his peers. In such conditions, the other children, starting from their earliest age, will develop a sense for real human values. This will enable easily acceptance of the children with special educational needs in later years of education and later in their social action (Марков, Адамов, 2008, p.167-168).

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³ Some of the questions in our questionnaire were taken from the papers listed in the reference list.

According to the law for child protection, 2013, p. 39-40, professionals who take care of the professional work in upbringing and education of the preschool child are: educators, carers, professional workers (pedagogue, psychologist, social worker, special education teacher/special educator, speech therapist, a doctor of medicine, and doctor of dentistry) and professional associates (music pedagogue, art pedagogue, physical pedagogue, a professor of foreign language and literature, senior nurse and social worker). The successful inclusion of the children with special needs cannot be set down only to the work and commitment of the educator. All previously listed experts engaged in the kindergarten play an important role in the successful inclusion of the children with special needs in the kindergarten. In the process of inclusion, it is inevitable the continuous cooperation between all entities engaged in the kindergarten.

In order to see the situation, regarding this issue, in Stip, Macedonia, we conducted a survey in February 2014. Through this survey we wanted to sight the opinion and views of the educators for the inclusion of the children with special needs in the regular groups in two kindergartens in Stip.

2. METHODS

In February 2014 in the two state kindergartens (Astibo and Vera Ciriviri Trena⁴) in Stip, Republic of Macedonia we conducted a survey about the views and attitudes of the educators about the inclusion of children with special educational needs in the regular groups in these two kindergartens⁵. The survey encompassed a total of 46 educators. Educators from different age groups were included in the survey, about 40% of educators were at the age over 50 and accordingly their age, 54, 35% of educators were with work experience in kindergarten for more than 20 years, which indicates that half of the educators have rich work experience. For this research, a questionnaire with open and closed questions was prepared. We particularly wanted to see whether there is a difference in the attitudes and views of the educators about the inclusion, especially differences in the views and attitudes of the educators who have worked with children with special educational needs, and those educators who haven't worked with these children at all. The data were processed qualitatively and quantitatively.

3. RESULTS

In this paper we wanted to find out:

- which conditions, according to the educators, are the most appropriate for upbringing and education of the children with special educational needs;
- the benefits from the inclusion of the children with special educational needs in the regular groups in kindergartens;
- educators opinion about the inclusion in general, and their opinion whether a right inclusion of the children with special educational needs in the regular groups in our kindergartens has been made;
- educators' views regarding the engagement of mobile speech therapists and special educators in these kindergartens;
- educators' opinion about the changes that should be made in order to have a successful inclusion of these children in the kindergartens.

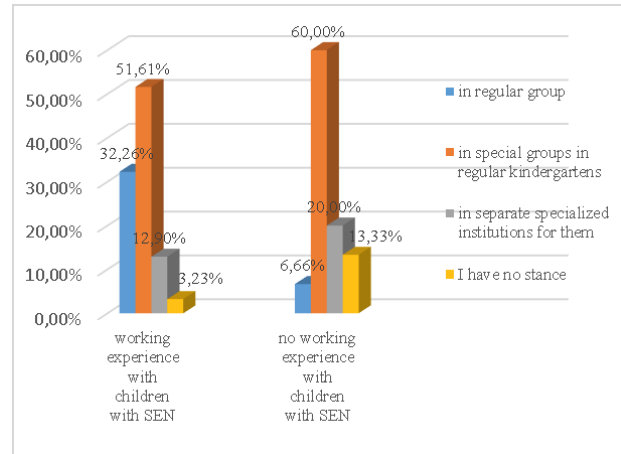
67,39% of 46 educators who were encompassed in our research have worked so far with children with special education needs, while the remaining percent ,32,61%, don't have this experience. These data are shown in Chart 1. More than half of the educators from both of the groups (educators with work experience with children with special educational needs and educators without this work experience) believe that the most appropriate conditions for the upbringing and education of the children with special educational needs can be provide in the special groups, formed only of children with special educational needs, within regular kindergartens. According to them the existence of special groups in regular kindergartens is the most adequately place for care, upbringing and education of children with special educational needs. Accommodation of children with special educational needs in the regular groups of the kindergarten is supported more by the educators who have work experience with these children, unlike the educators who don't have this experience. Differences in the views of educators (those who have worked with children with SEN and those who haven't worked with them) in terms of the most appropriate conditions for the upbringing and education of children with SEN, are presented in Chart 2.

Chart 1. *Working experience with children with SEN*

Chart 2. *Differences in the views of educators*

⁴ A big thanks for the engagement of the professional services and educators from "Vera Ciriviri Trena" and "Astibo" kindergarten in the realization of the survey

⁵ In this paper we directed ourselves only to a part of a children with special educational needs, including the children with disabilities in physical and mental development, and when we use the term "children with special educational needs" we mean exactly to this group of children.

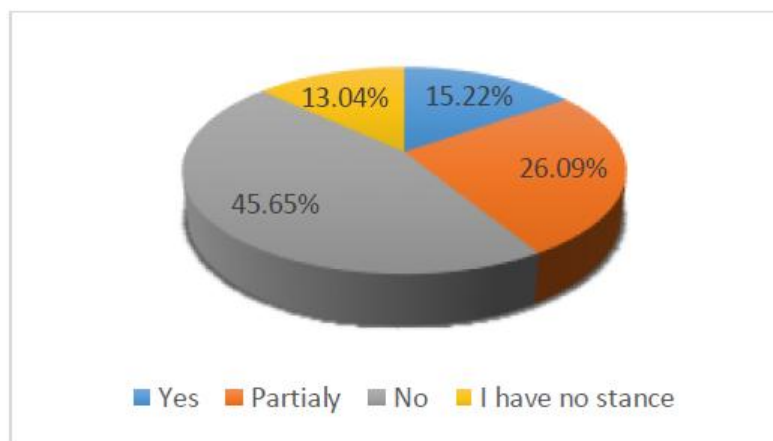


The process of inclusion carries a number of advantages and disadvantages with it. Wanting to find out the benefits that arise from the inclusion of the children with special educational needs in the regular educational groups in our country, we asked the educators who have experience with this, to separate out some of the benefits. Thereby, they pointed out that the inclusion of the children with special educational needs in the regular groups in the kindergarten enables: children with special educational needs to get involved easily in the social life; to develop their potential; and through this process the attitudes of the environment towards the children with special needs are changing.

A small percentage of the surveyed educators (15,22%) support the inclusion, other educators (45,65%) do not support the inclusion and (26,09%) partly, whereby we can observe that the majority of the educators do not support the process of inclusion of the children with special educational needs in the regular groups. And those educators who expressed a view of partly justification of the inclusion, they clearly emphasize that they are justifying the inclusion in such conditions when: there will be a fewer number of children in the group, when a greater number of appropriate staff will be engaged, inclusion of the children who really can be raised and educated in these circumstances, rather than inclusion of children for which there are no appropriate work conditions.

Attitudes and views of all of the surveyed educators (with and without working experience with children with SEN) for this question are shown in Chart 3.

Chart 3. Educators' opinion for inclusion



Speaking about the inclusion in our conditions, we wanted to know whether a real inclusion of children with special educational needs in regular groups in kindergarten has been made. When we say real inclusion we think about the emphasis on the quality of education for all, identification and reducing of the barriers in learning and participation of all children, and we don't think only of the emphasis of the percentage of presence of these children for what the integrated education actually concerns.

The majority of the educators who have work experience with children with special educational needs think that a real inclusion of the children with special educational needs in the regular groups in the kindergarten hasn't been made (22 of 31 educators think that an integration has only been done, 2 educators think that we can speak about inclusion, and 7 don't have an answer to this question).

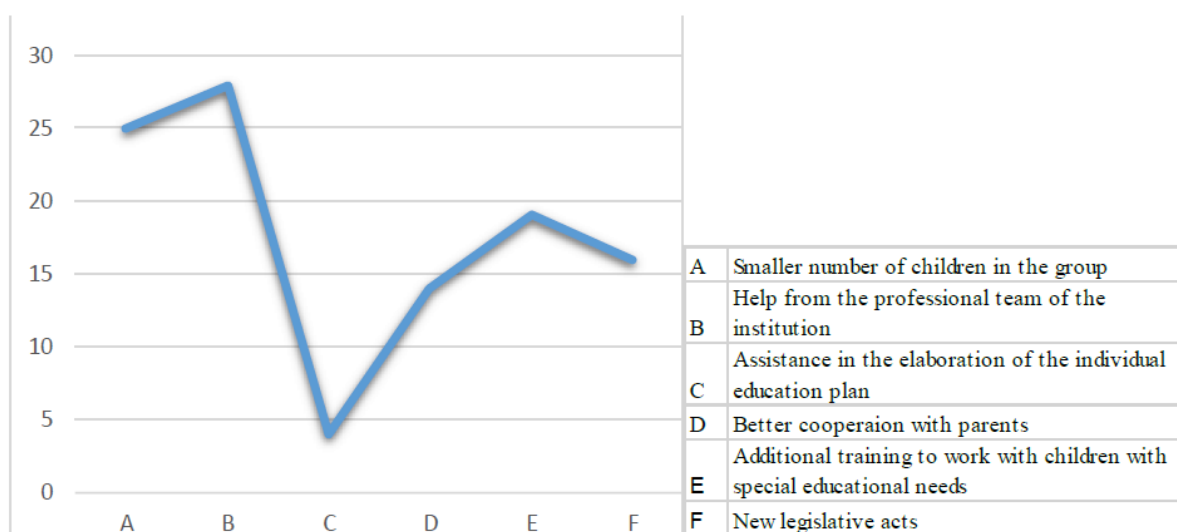
During the period when the survey was conducted, mobile speech therapists and special educators were engaged in the two kindergartens in Stip, as part of a project of the municipality of Stip. These mobile speech therapists and special educators worked with the children with special educational needs. These children were included in the regular groups. Did the engagement of this stuff was helpful for the educators? We wanted to find the answer of this question, so we asked the educators about this issue.

21 educator consider that the engagement of mobile speech therapists and special educators in kindergarten helps them. This mobile stuff is useful for the educators' daily work with children with special educational needs and at the same time they facilitate the incorporation and the work of the children with special educational needs in the daily activities in the kindergarten. For this question 7 educators responded with NO and 3 with partly because they emphasis the need of larger number of stuff, permanent rather than mobile staff, and a stuff who could spend more time with these children.

At the end we wanted to see educators' opinion for the changes that should be made, in order to have a better inclusion of the children with special educational needs in the regular groups in the kindergarten. The greatest need for change, for the educators, is the change in the field of the help they receive from the professional team in the institution, i.e. they need more help from the professional team while they are working with children with special educational needs. Educators' emphasis the need of change in the number of the children in the group, i.e. the inclusion of children with special educational needs in the regular groups in the kindergarten requires a smaller number of the total number of the children in one group. Additional training is the next request of the educators, i.e. training for work with children with special educational needs, also educators are looking for new legislation, improved cooperation with parents, and the lowest is the need of assistance regarding the preparation of the individual educational plan.

The opinion of all of the surveyed educators for the changes that should be made when it comes to inclusion, is shown in frequency in Chart 4.

Chart 4. Necessary changes when it comes to inclusion



4. DISCUSSION AND CONCLUSIONS

Inclusion brings numerous advantages as for the children with special educational needs also for the society itself, because we are preparing the environment to accept these people since their earliest period of life so they could be successfully included into the social life later, as an adults. More than half of the surveyed educators have worked with children with special educational needs, which allows us to examine their opinion and views about the inclusion of these children in the regular groups in kindergartens. The answer that was given by more than half of the educators from both groups, educators with work experience with children with special educational needs and educators without this experience, that the accommodation of the children with special needs should be in the special groups formed only for these children in the regular kindergartens, indicates that most of the educators are against inclusion. The contact that these two groups of children will have is that they will be in the same institution, but still separated from each other. This is also confirmed with the responses from the educators to the question for their support of the inclusion, where a large percentage of educators pointed out that they don't support the inclusion. Of the remaining educators, the accommodation of the children with special educational needs in the regular groups is more supported by the educators who have experience with these children unlike the educators who don't have this kind of experience. In our situation, it comes to

integration of the children with special educational needs, not inclusion. Educators need speech therapists and special educators which will be engaged in the kindergarten but with permanent status and in greater numbers so they could spend more time with the children with special educational needs. This is one of the requirements for better inclusion, on the other hand it is very important the total number of the children in the group to be reduced, to have a better cooperation with the parents and of course the help of the professional services is indispensable. Data shows that regular groups in the kindergartens have children with special educational needs, but it is necessary to be improved the conditions and to be satisfied certain criteria in order to have a proper inclusion of these children.

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